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ABSTRACT

A part of the Blackfeet Indian Heritage Project, this coloring book features 21 pages of pictures of animal and plant life, foods, and numbers. Arranged in alphabetical order, the pictures are accompanied with their names printed in both the English and Blackfeet languages. The reverse side of each page is left blank to give the student room to practice writing the picture words. A Piegan Blackfeet pronunciation and spelling guide is included for the teacher. Pictures of animals dominate the coloring book; the animal life represented includes the bear, buffalo, cat, cow, coyote, and deer. Also pictured are the dog, horse, mouse, otter, pig, and rabbit. Three birds are represented, the chicken, crow, and owl, as are two reptiles, the frog and turtle. Insects include the bee, butterfly, and grasshopper. The foods pictured include an apple, banana, carrot, corn and orange; there is also a picture of some flowers. Numbers from 1 to 10 are also illustrated. (DS)

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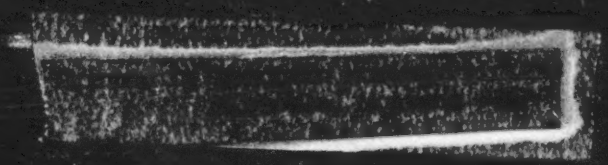
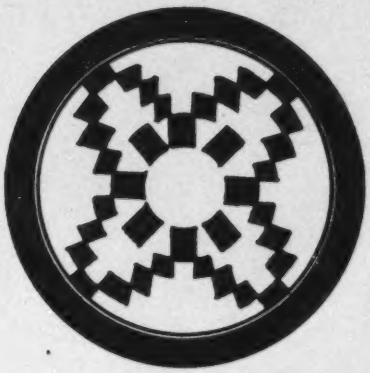
Elizabeth Lewis



BLACKFEET LANGUAGE COLORING BOOK

COMPILED BY

Elizabeth Lewis



ILLUSTRATIONS BY

Marilyn Woods

BLACKFEET TRANSCRIPTION BY

Sharron Racine

SOCIAL SCIENCE EDUCATION CONSORTIUM
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Blackfeet Heritage

ACKNOWLEDGEMENTS

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We also owe a special dept of thanks to Earl Old Person, Chairman of the Blackfeet Tribal Business Council, and to George Kicking Woman, of the Blackfeet Tribal Business Council, for their time and help with this project.

A very special thank you to Gerald Trombley, to Joseph Butterfly Jr., and to all the literally dozens of people of the Blackfeet Nation who helped us with their suggestions, criticism and ideas.

Elizabeth Lewis
Sharron Racine

Edited by Jane Bailey

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ABOUT THE COVER

The medicine man, considered the spiritual leader of the tribe, was often consulted by the elders and chiefs before any major decisions were made concerning the tribe.

He was looked upon as he who could see into the future. They depended on his visions and dreams, which often revealed to him what the future held for the tribe. He was highly respected for his advice.

His purpose was to help guide and advise the chiefs and leaders of the tribe, as well as to tend the sick, pray for a successful hunt, and bless the warriors for a successful raid on enemy tribes.

PREFACE

Cultural pluralism has been defined by the American Association of Colleges for Teacher Education Commission on Multicultural Education as a philosophy that states, "Schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation of cultural alternatives".

The development and introduction of Indian culturally sensitive educational materials, such as this book, are necessary if the philosophy is to be implemented. Teachers and children will find the activities in the book worthwhile, interesting and fun.

Thank you Elizabeth Butterfly Lewis.

Earl J. Barlow, Blackfeet
Superintendent of Schools
Browning, Montana
April 28, 1977

DIRECTIONS FOR STUDENTS

Each page in this coloring book contains a picture to be colored on one side, with the name of the picture in English, then translated into the Blackfeet language. The reverse side is left blank, for the student to write in English and in Blackfeet the name of the picture.

Example: Dog i· mi· ta

This may be repeated until the student is able to write the Blackfeet name and pronounce it correctly without referring to the picture. In this manner he will be able to build his vocabulary of Indian words.

FOR THE TEACHER:
PIEGAN BLACKFEET PRONUNCIATION AND SPELLING

There is no u in this system for writing the Blackfeet language, except in the case of diphthongs, or multiple vowel sounds. Yet you will notice a u sound as you listen to the pronunciation of younger Piegan Blackfeet speakers. This is a new sound in the language and does not exist in either the traditional Piegan Blackfeet or in the Blood or Northern Blackfoot pronunciation and transcription of the words. The method of transcription in this book is the beginning of a move toward a unified system of writing for the three Blackfeet-speaking tribes. The sounds that some Piegan speakers pronounce u are noted as alternative pronunciations to the written a and o.

VOWELS

a	as English a in father, or as English u in but.
a·	as English a in father, but held twice as long.
i	as English i in machine, or as i in bit.
i·	as English i in machine, but held twice as long.
o	as English o in no, or as oo in boot.
o·	as English o in no, but held twice as long.

DIPHTHONGS

ai	as English a in bat. Canadian speakers often pronounce this sound as English igh in high.
ao	as English o in oh.
au	as English ou in ouch.
ay	as English igh in high.
io	as English yo in yoyo.

CONSONANTS

p, t, k	as English p,t,k in spill, still, skill, without the aspiration of English p, t, k in pill, 'til, kill. Being unaspirated, they often sound like b, d and g to English speakers.
w, m, n, y	as English.
s	similar to English s, but made more softly and a little further back in the mouth, as English s in person.
h	a variable spirant whose sound depends on the vowel before it. After a or o, it is gutteral, made far back in the throat. After I, it is made just behind the front teeth.

STRESS

The stressed syllable is indicated by an acute accent ´. On diphthongs, the stress is sometimes on the first vowel of the pair, as in ái wa ka· si (deer), sometimes on the second, as in nióks ka (three).

BLACKFEET LANGUAGE
COLORING BOOK

Dedicated to the preservation of the heritage and culture
of the Indian

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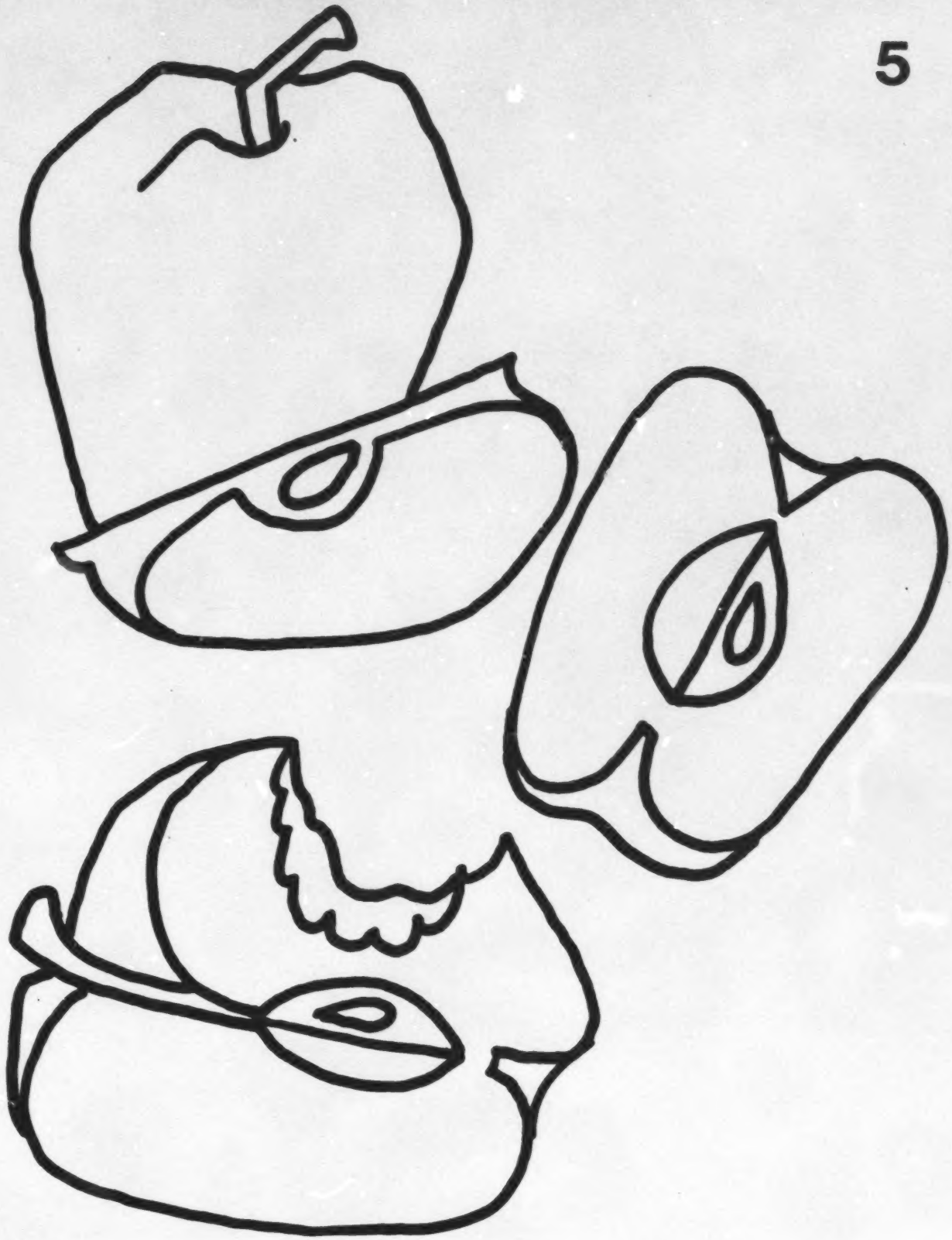
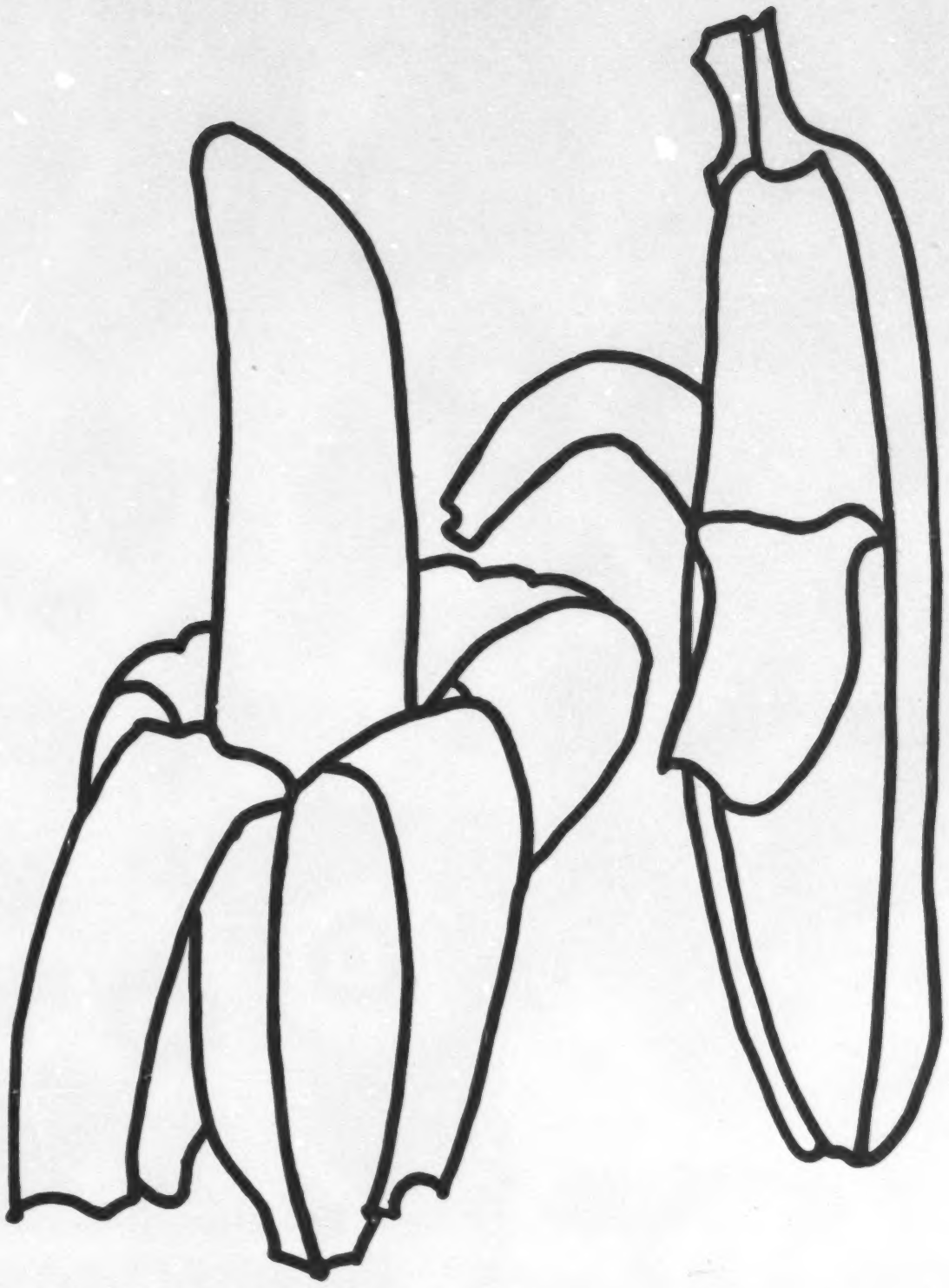
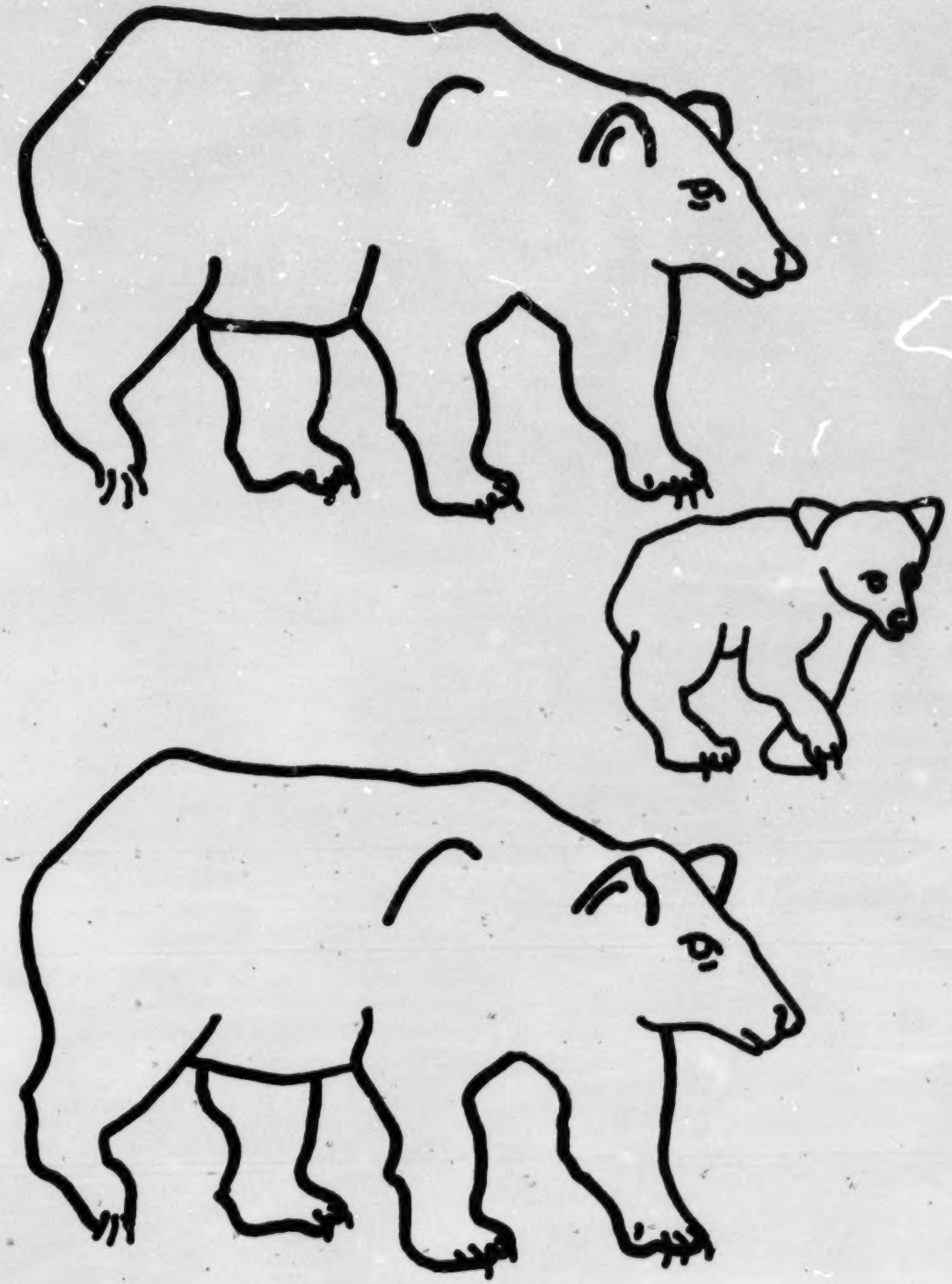


Apples a pas stá· mi na tsi

7

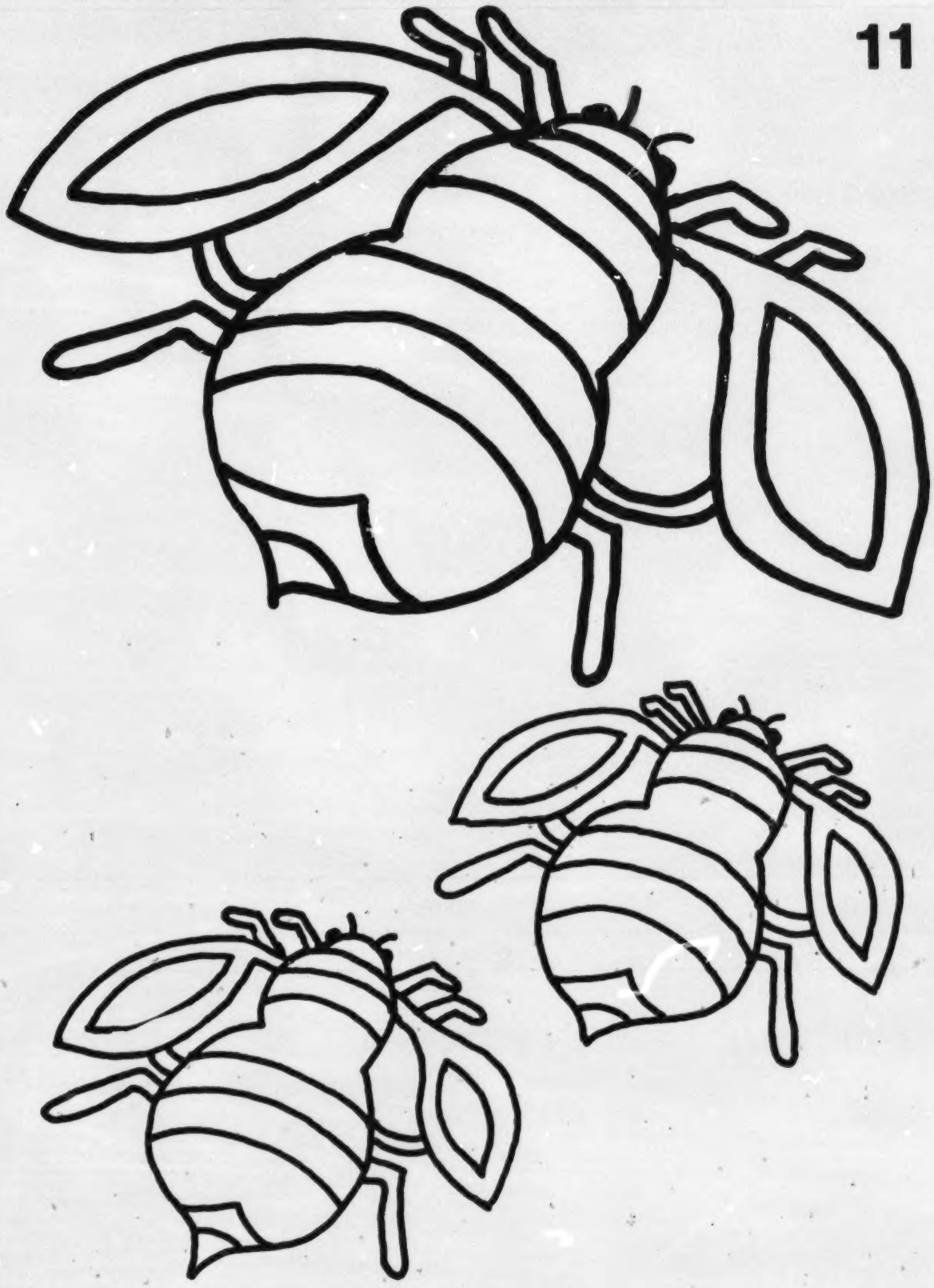


Banana **ná• pi• nan**



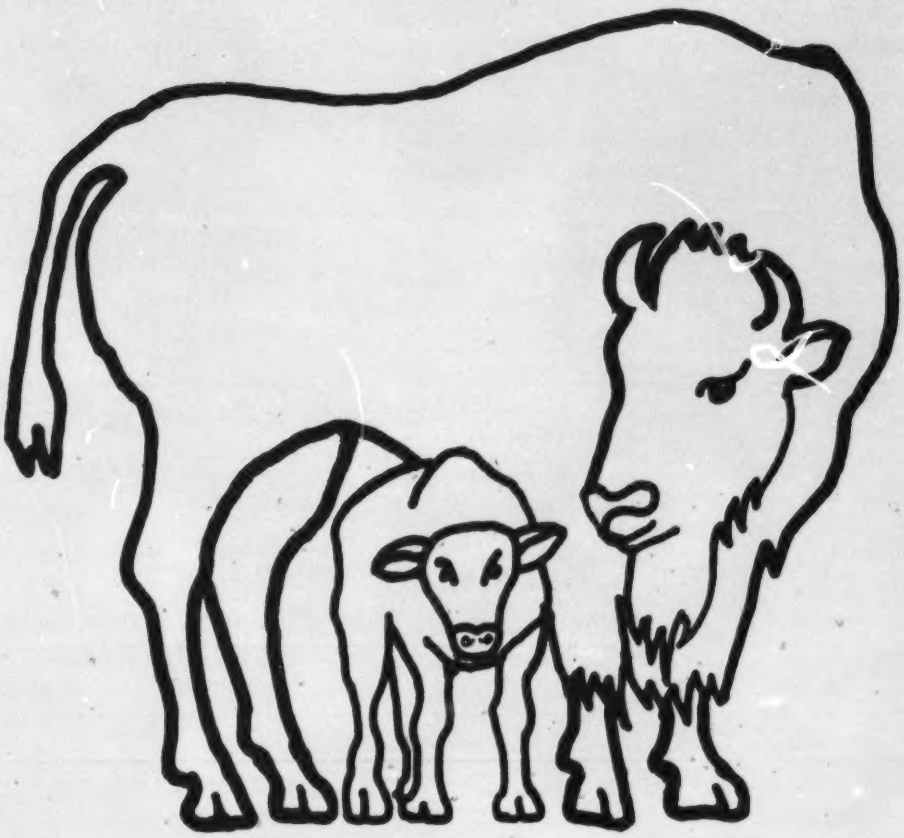
Bear **kyá yo**

11

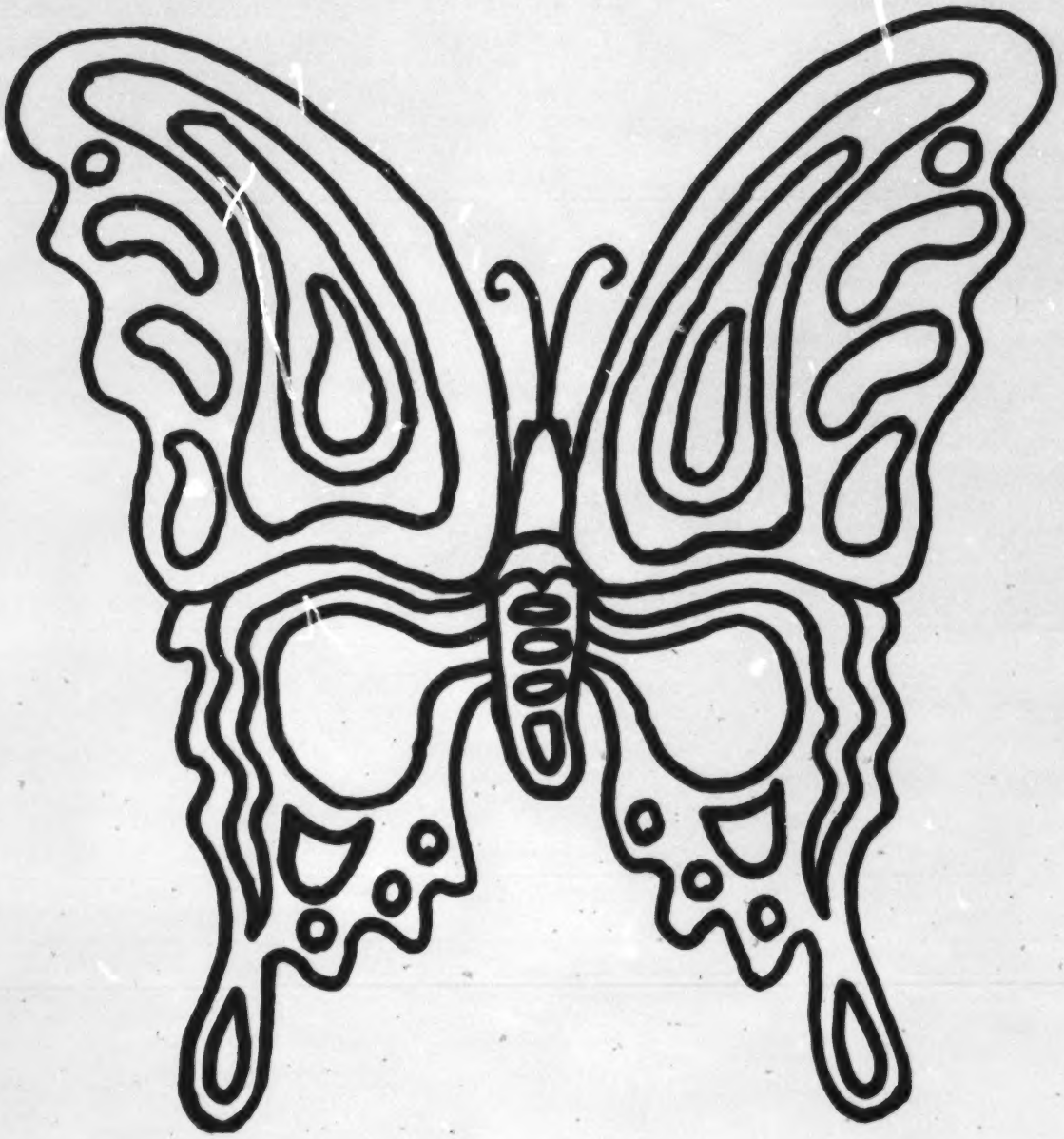


Bee **na· mó·**

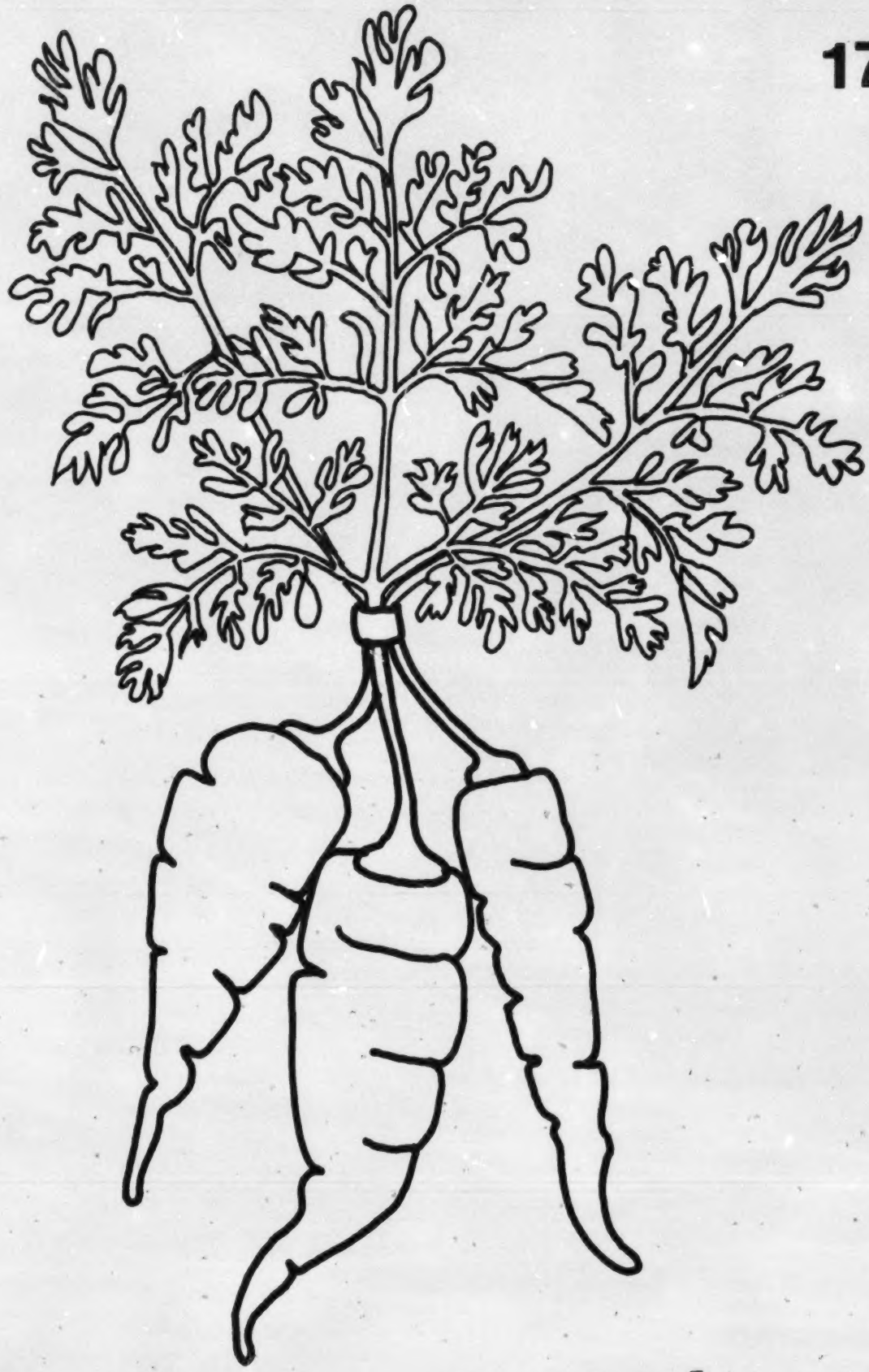
13



Buffalo **I• ni• wa**

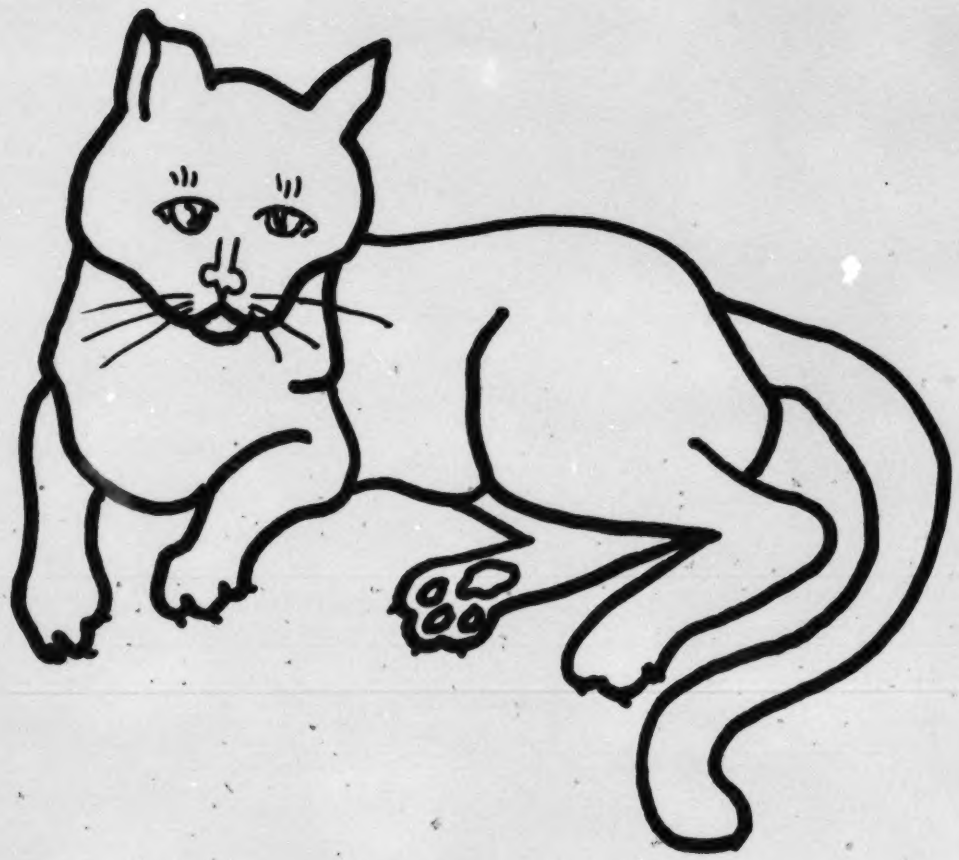


Butterfly **a pá ni**



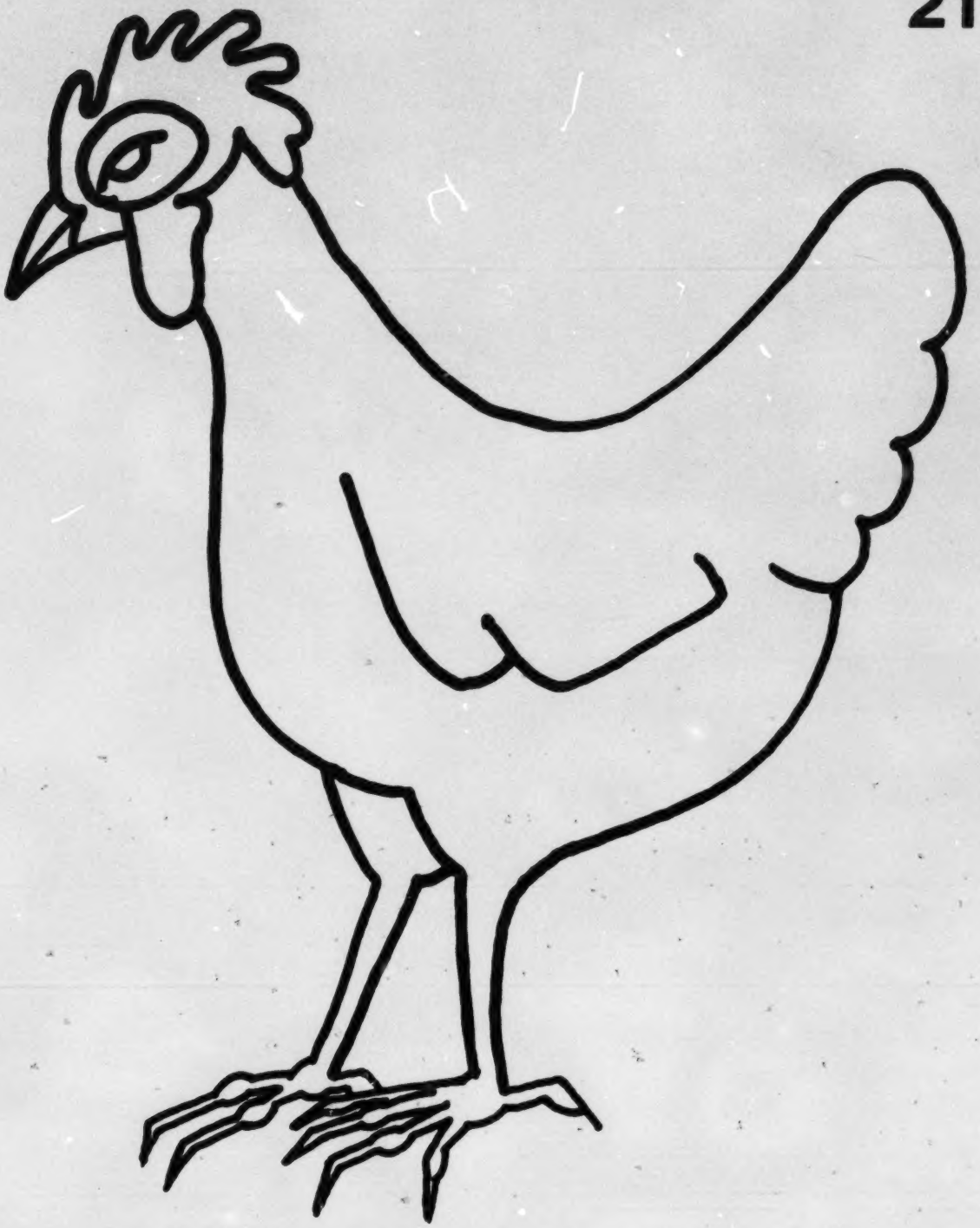
Carrots **nis tsi· ká pa**

19

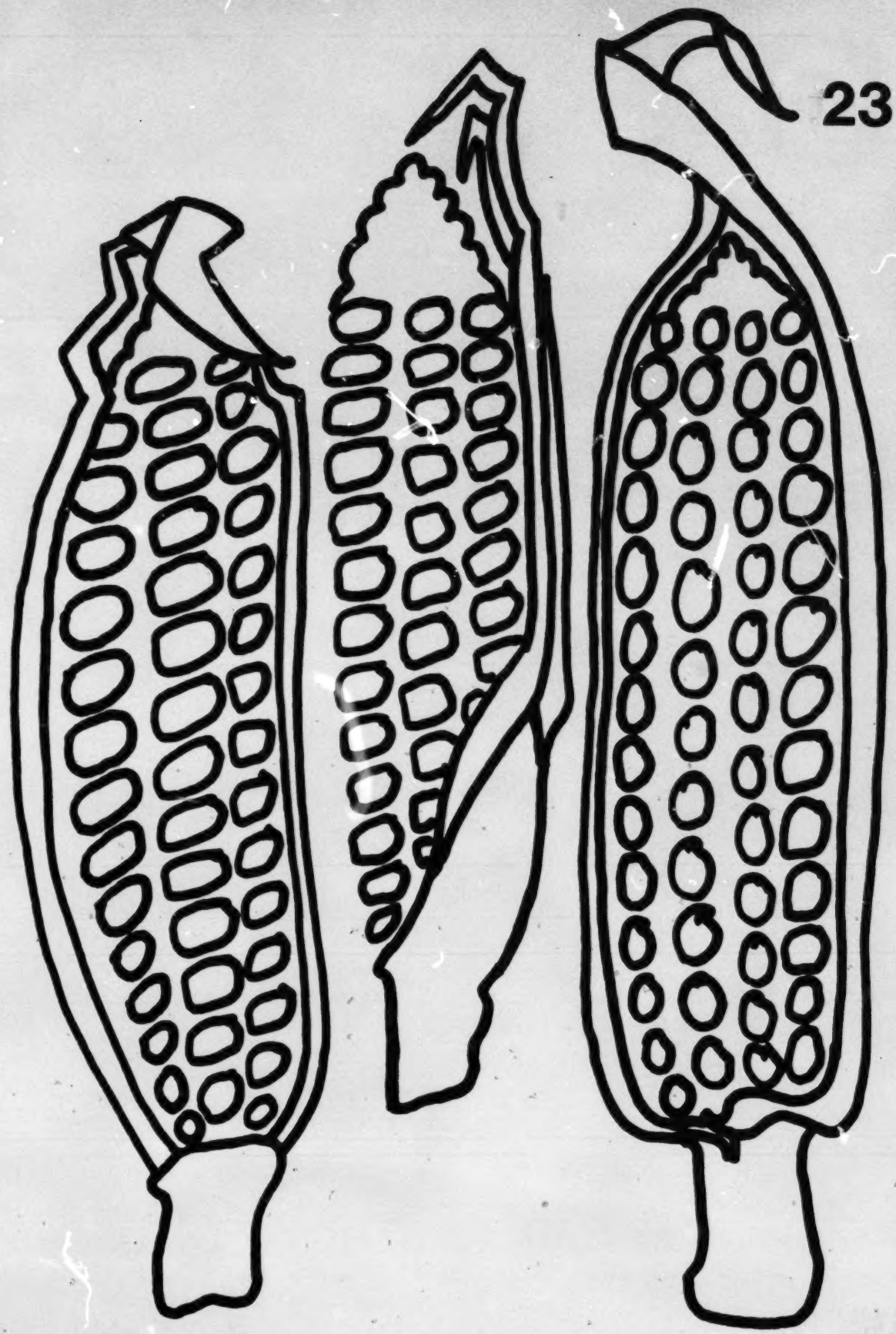


Cat pó· s

21



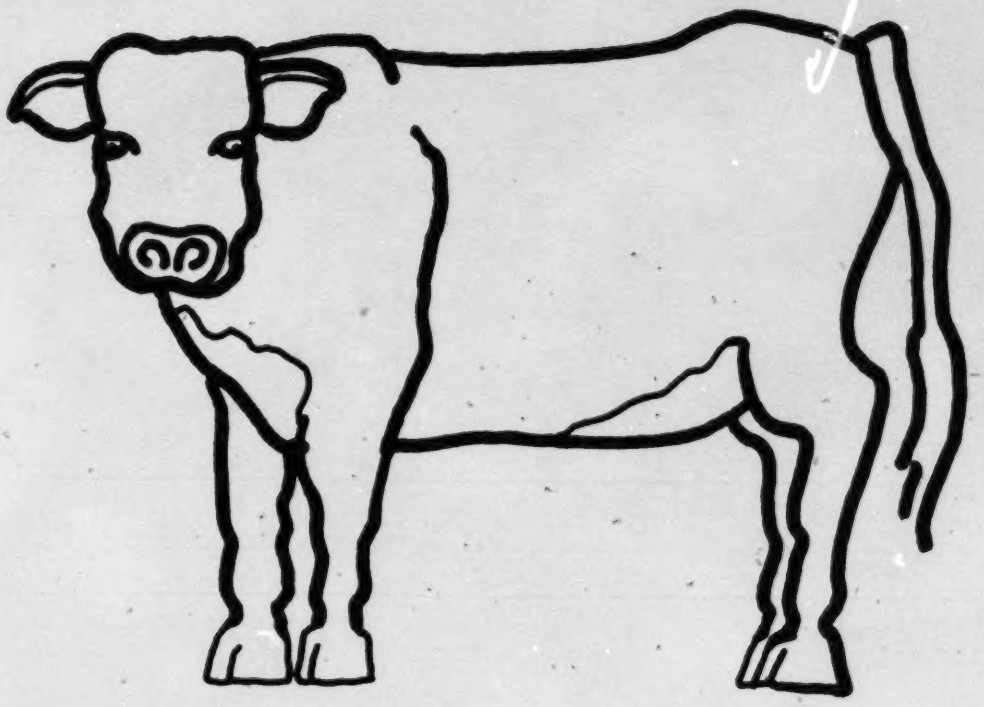
Chicken **pi· ki sí·**



Corn

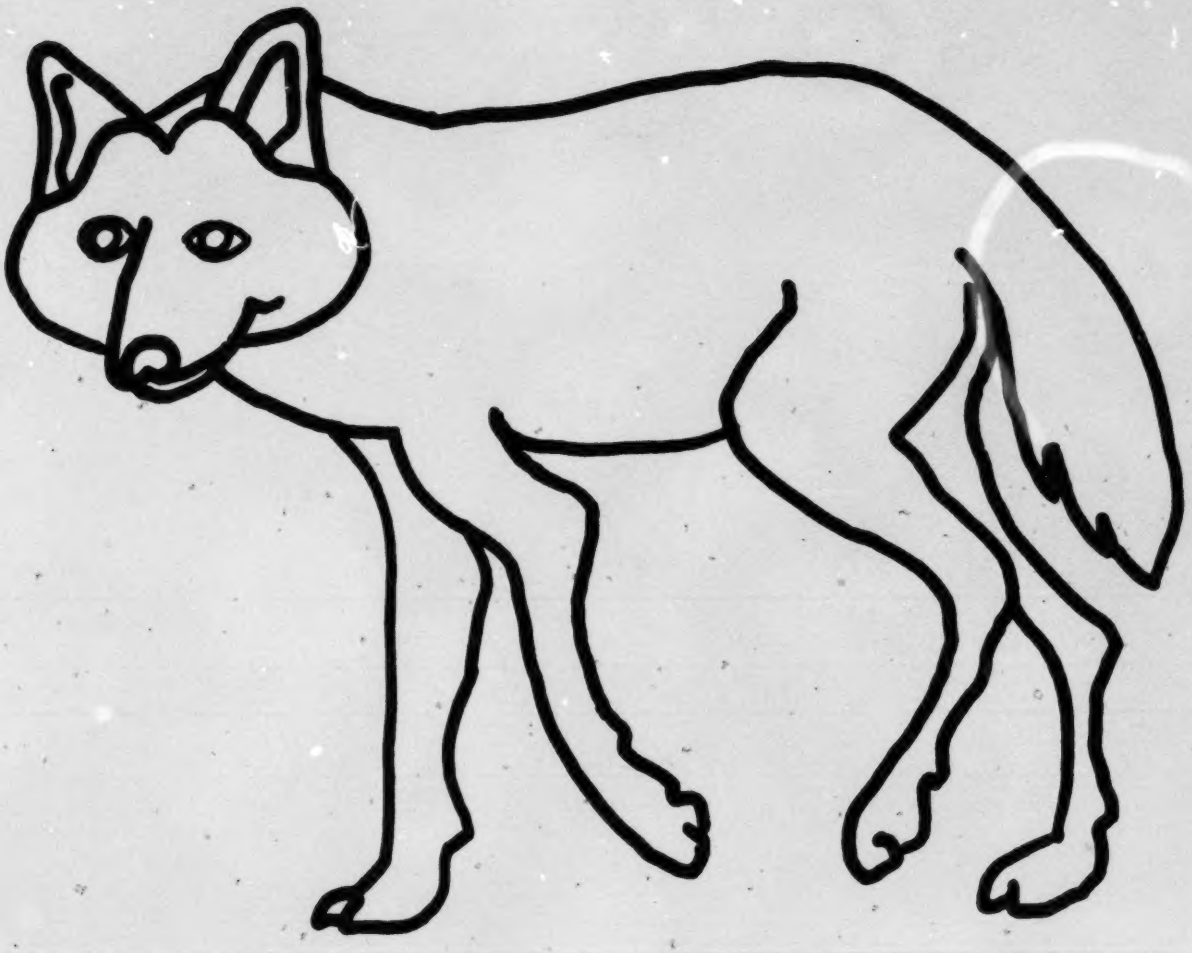
 ai ská to·p

25

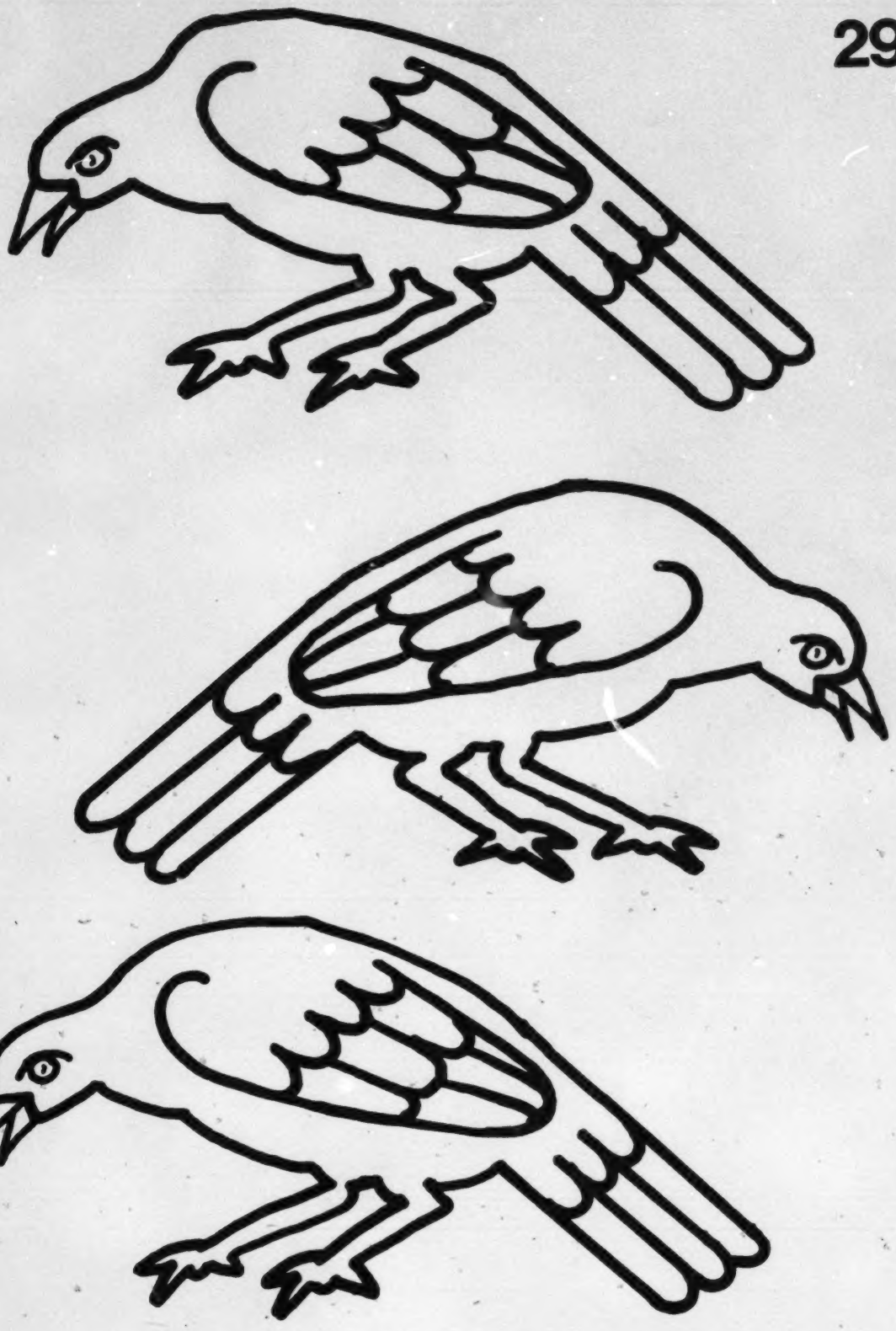


Cow á pot ski· na

27



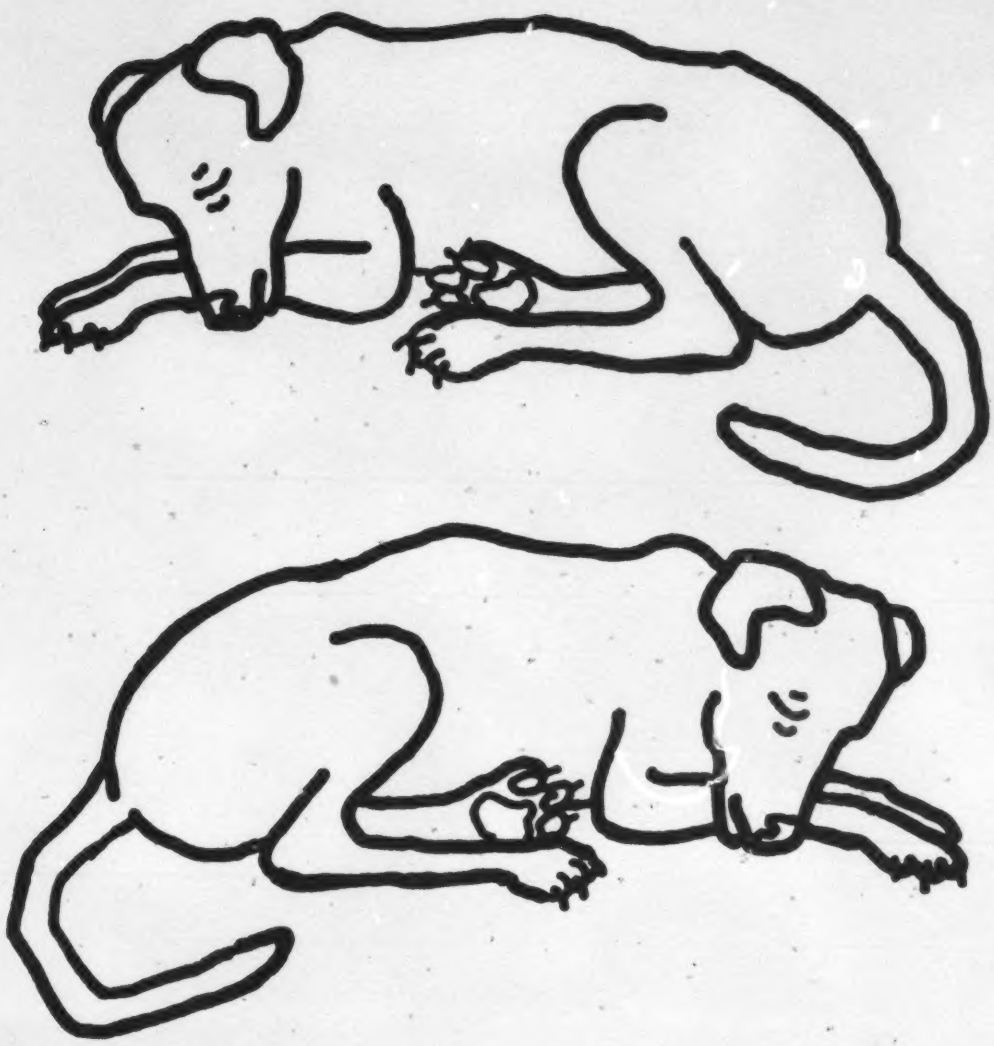
Coyote a pí· si



Crow may stó·

Deer **á́i wa ka· si**

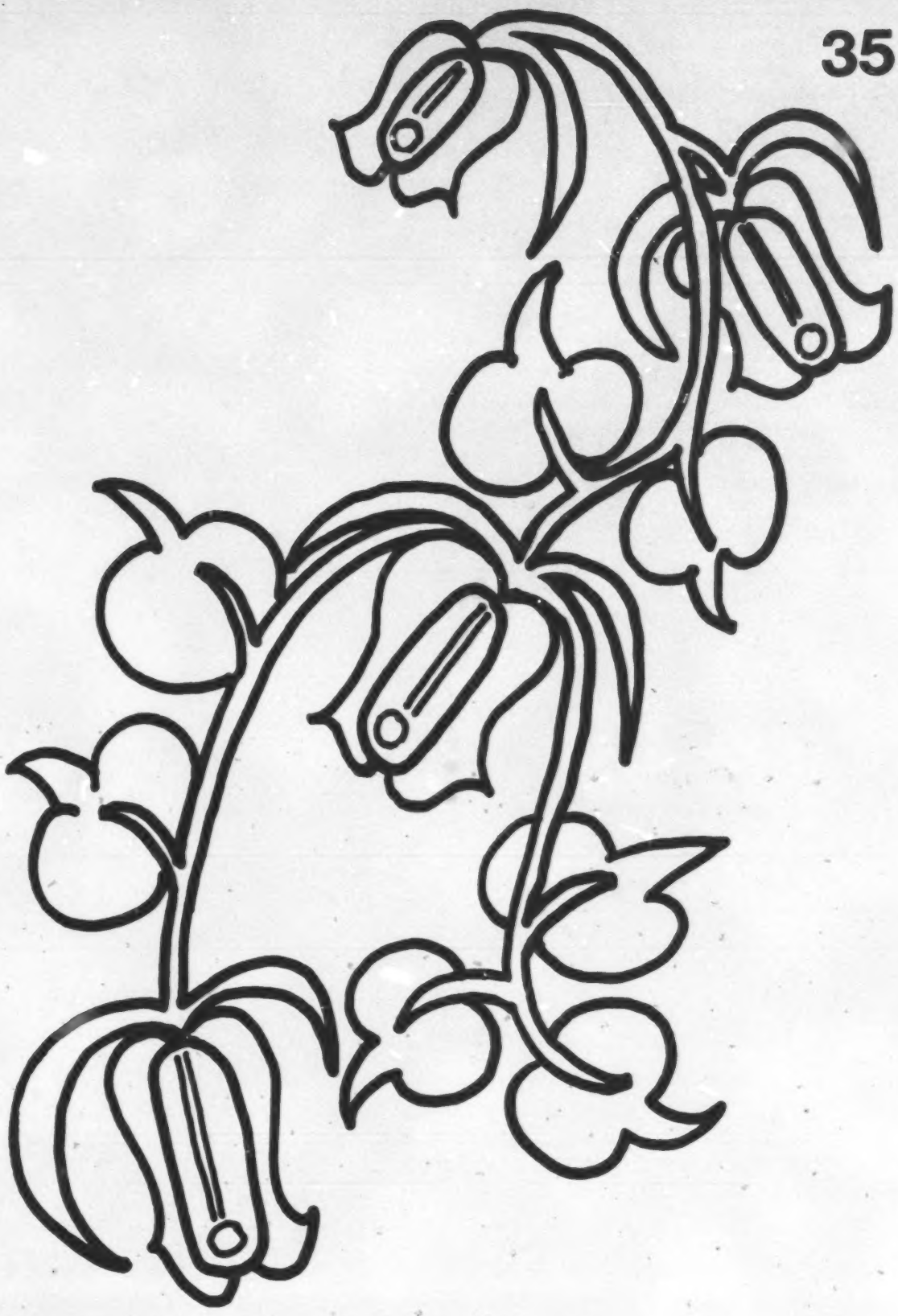
33



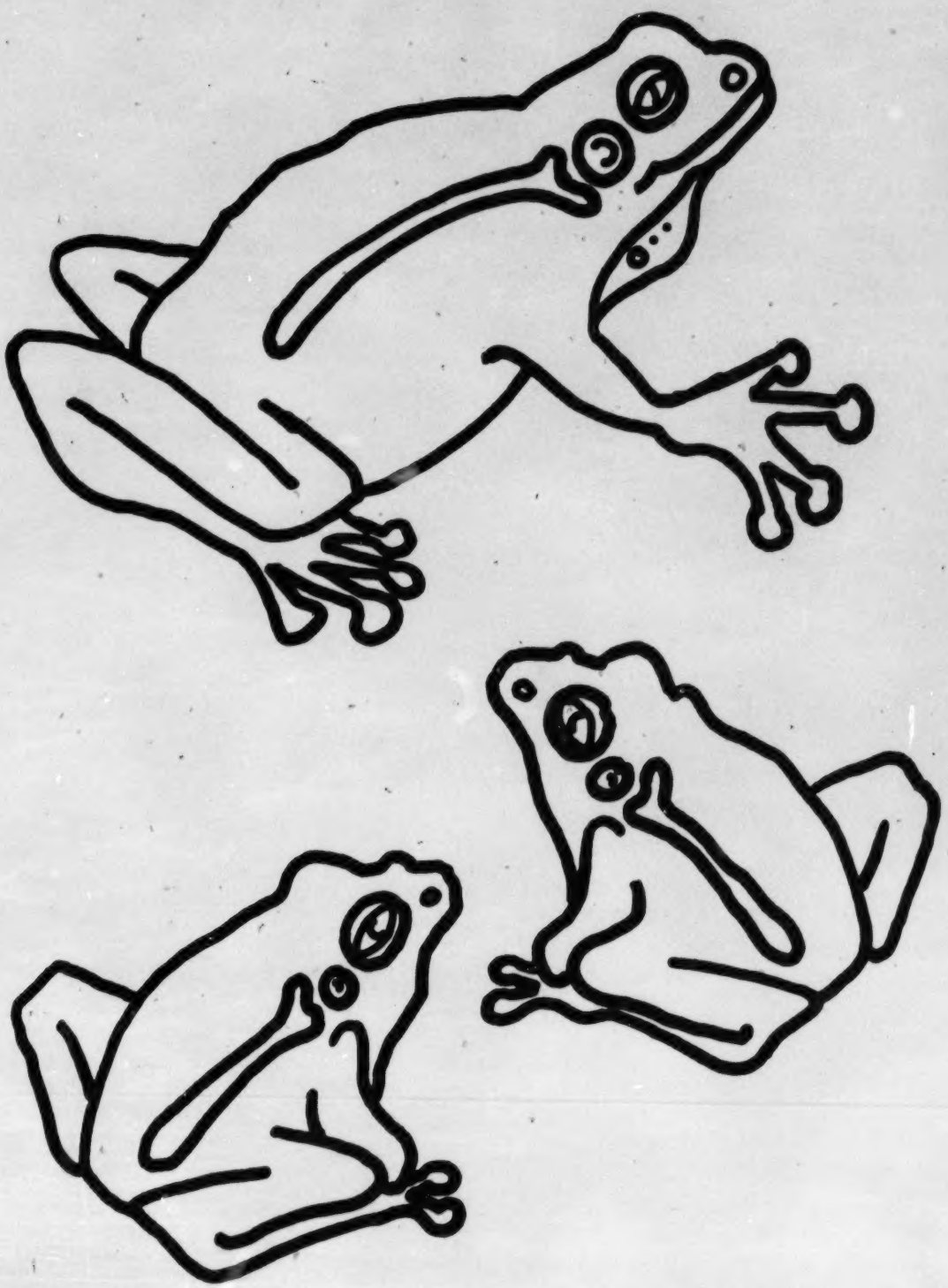
Dog

i• mi• tå•

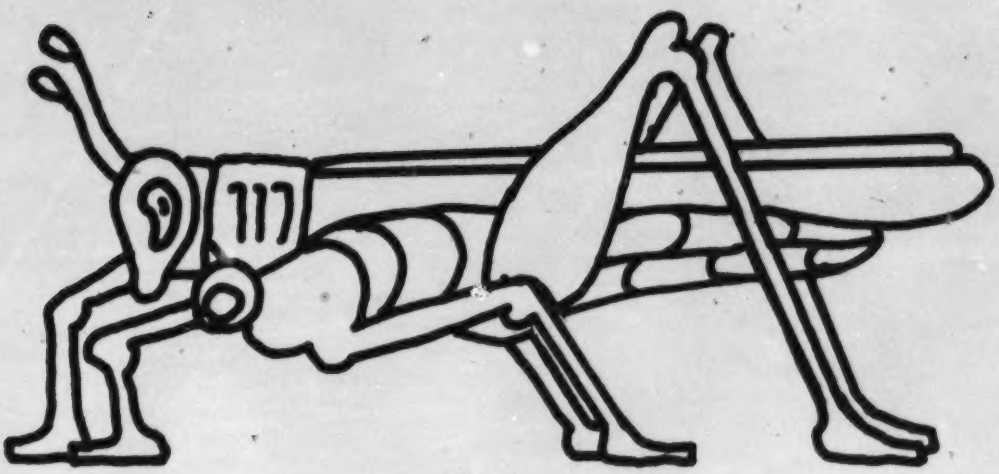
35



Flowers 26 **a pis tsís ki tsi·**

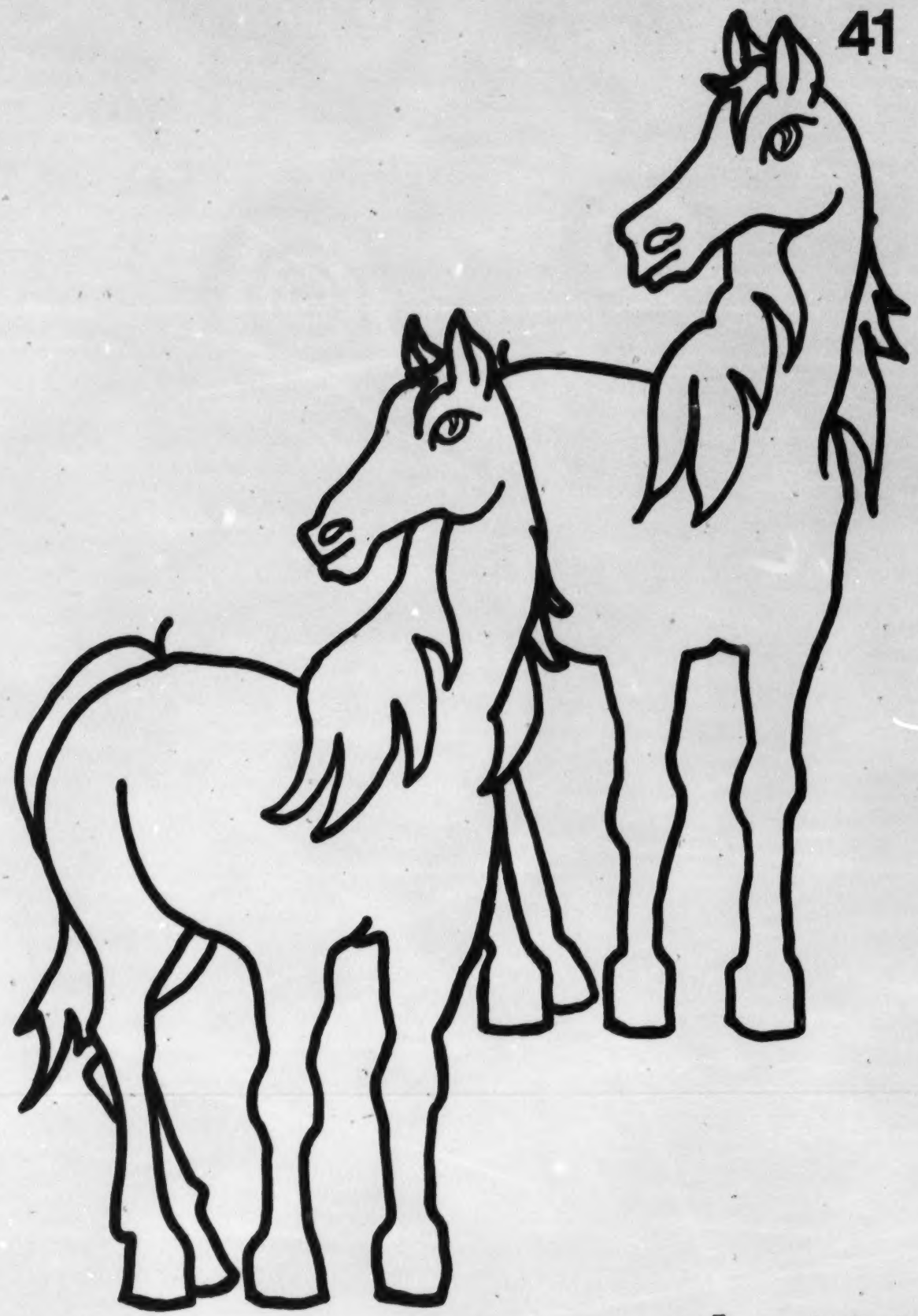


Frog ma tsi í ka· pi sa



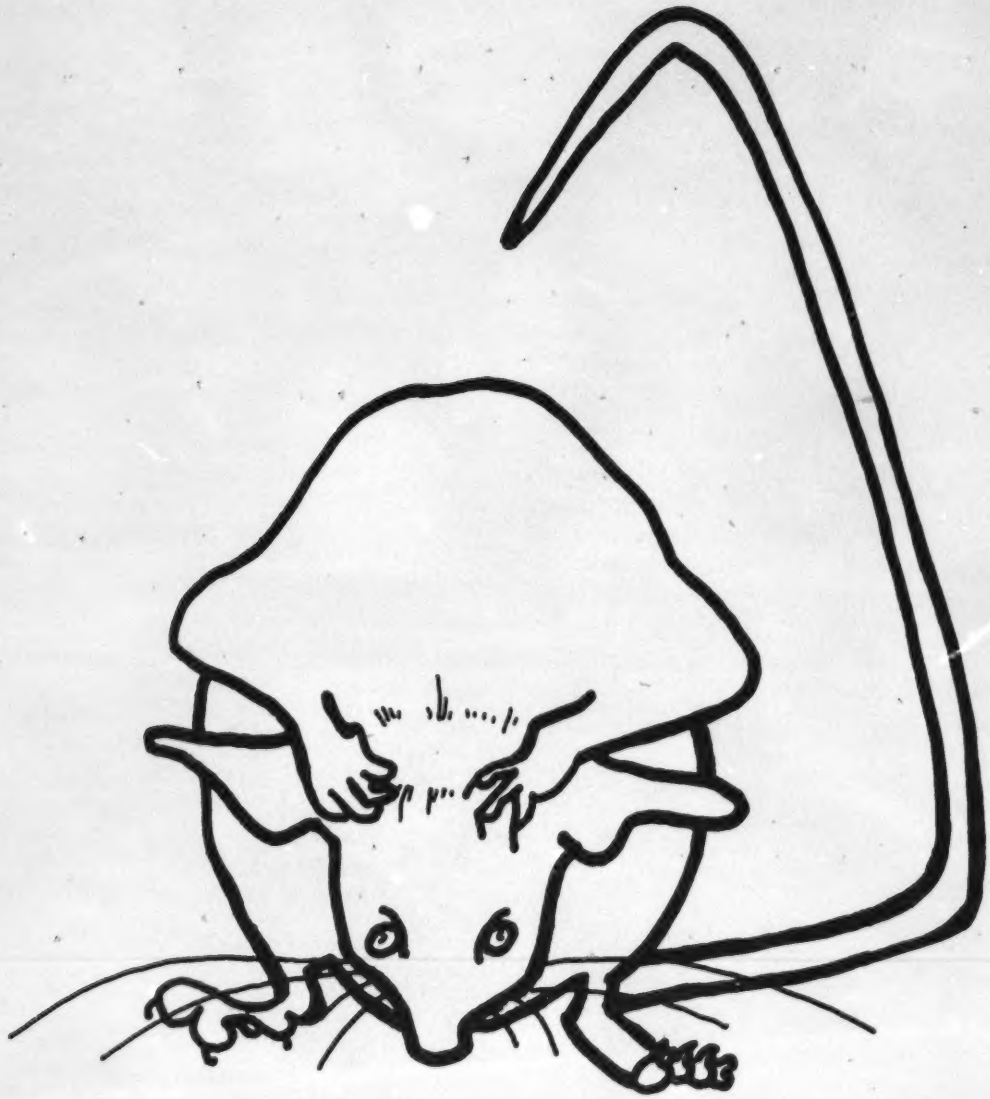
Grasshopper tsi· ka tsí·

41



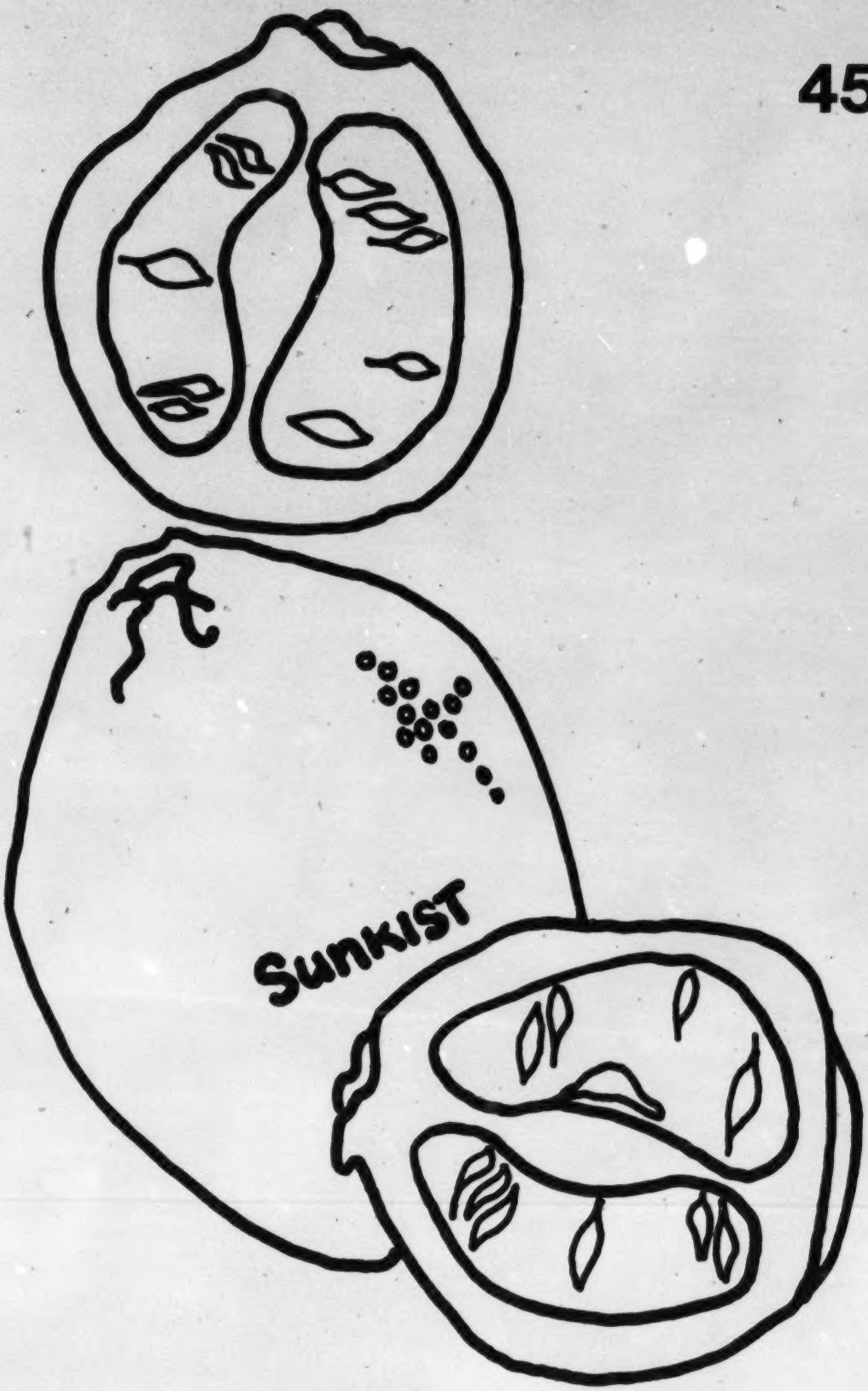
Horse po· no· kǻo mi·ta

43



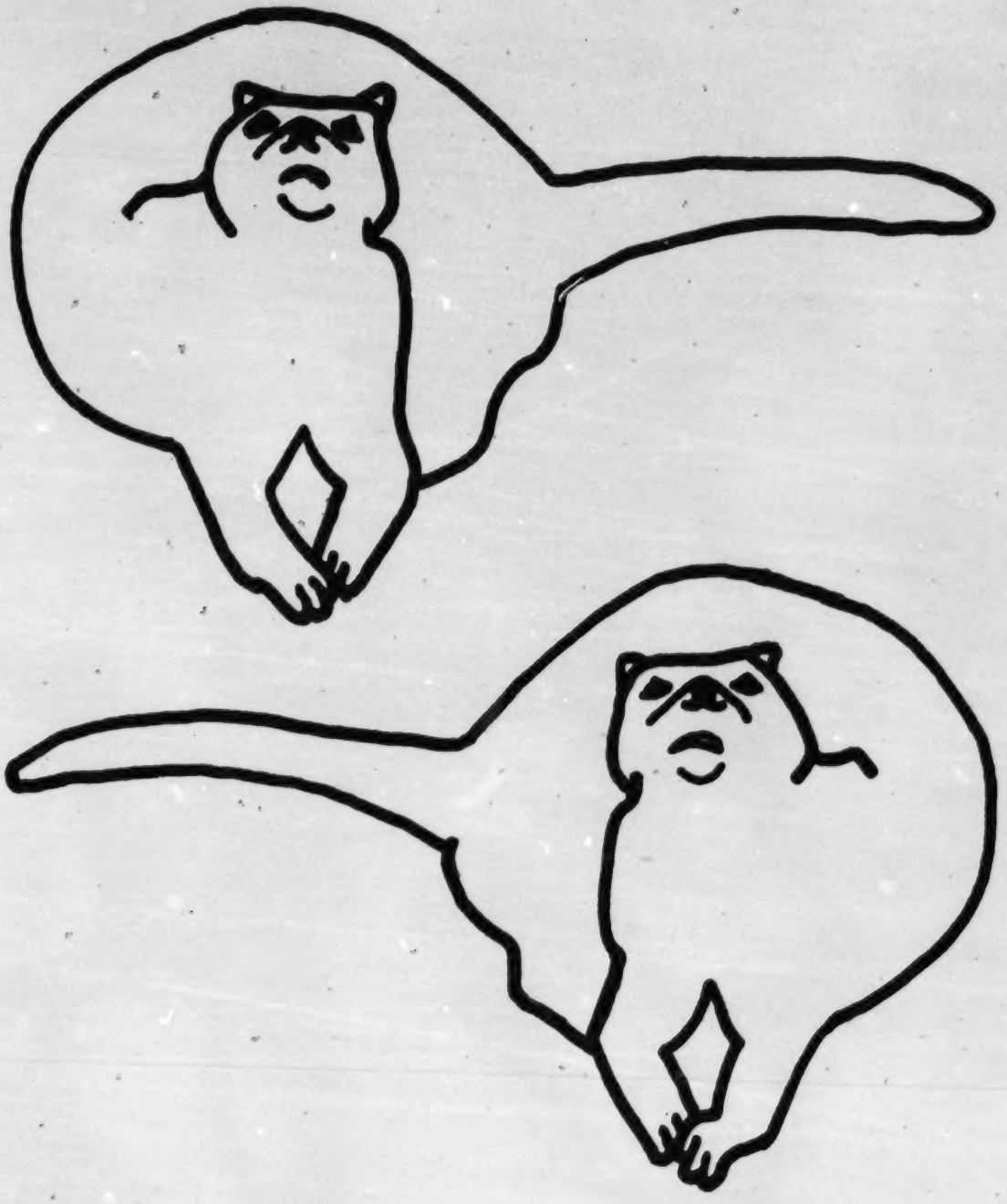
Mouse ká• na ski• na

45



Oranges **ao tah kwí· na tsi·**

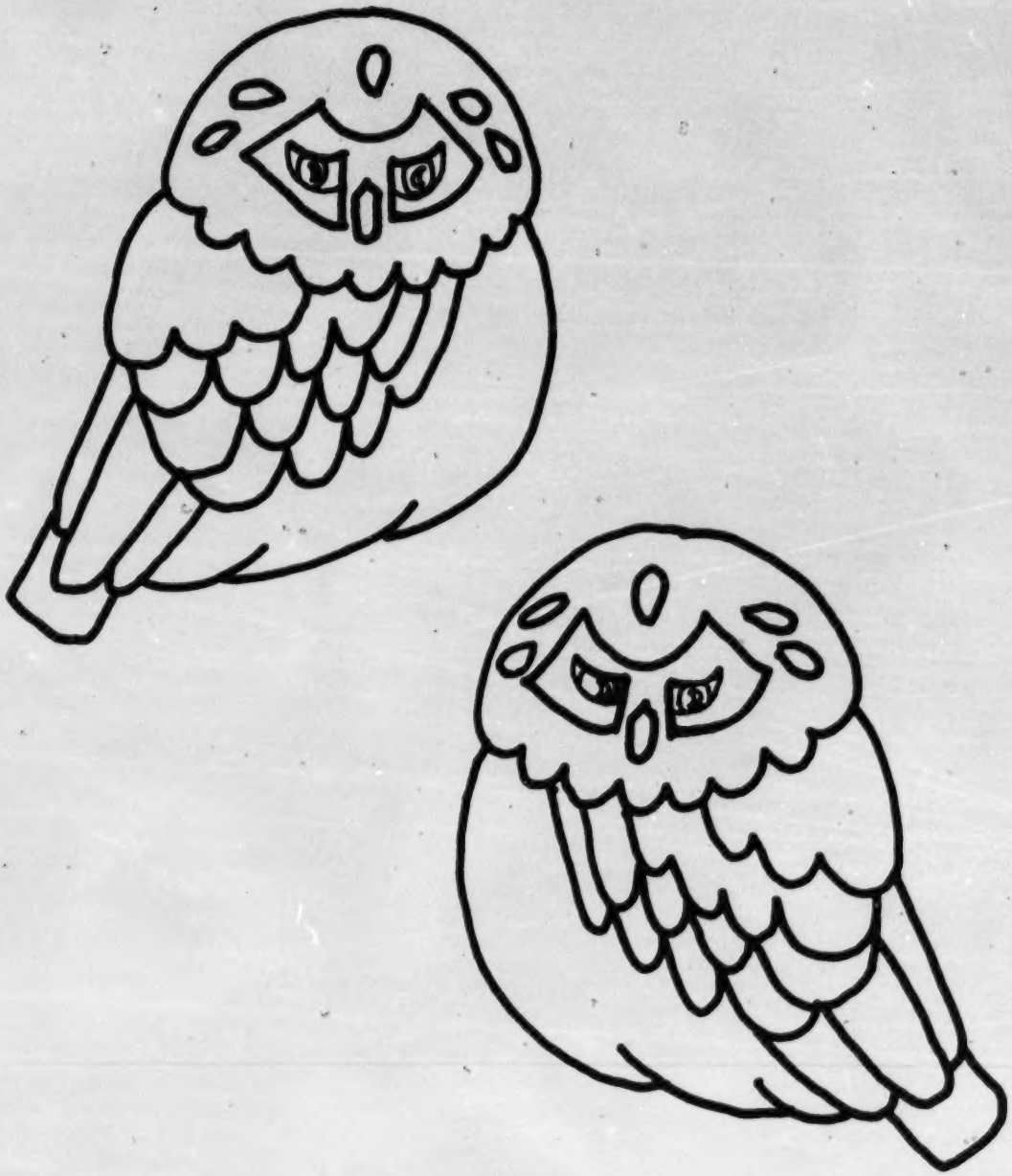
47



Otter

am mǒ ni si

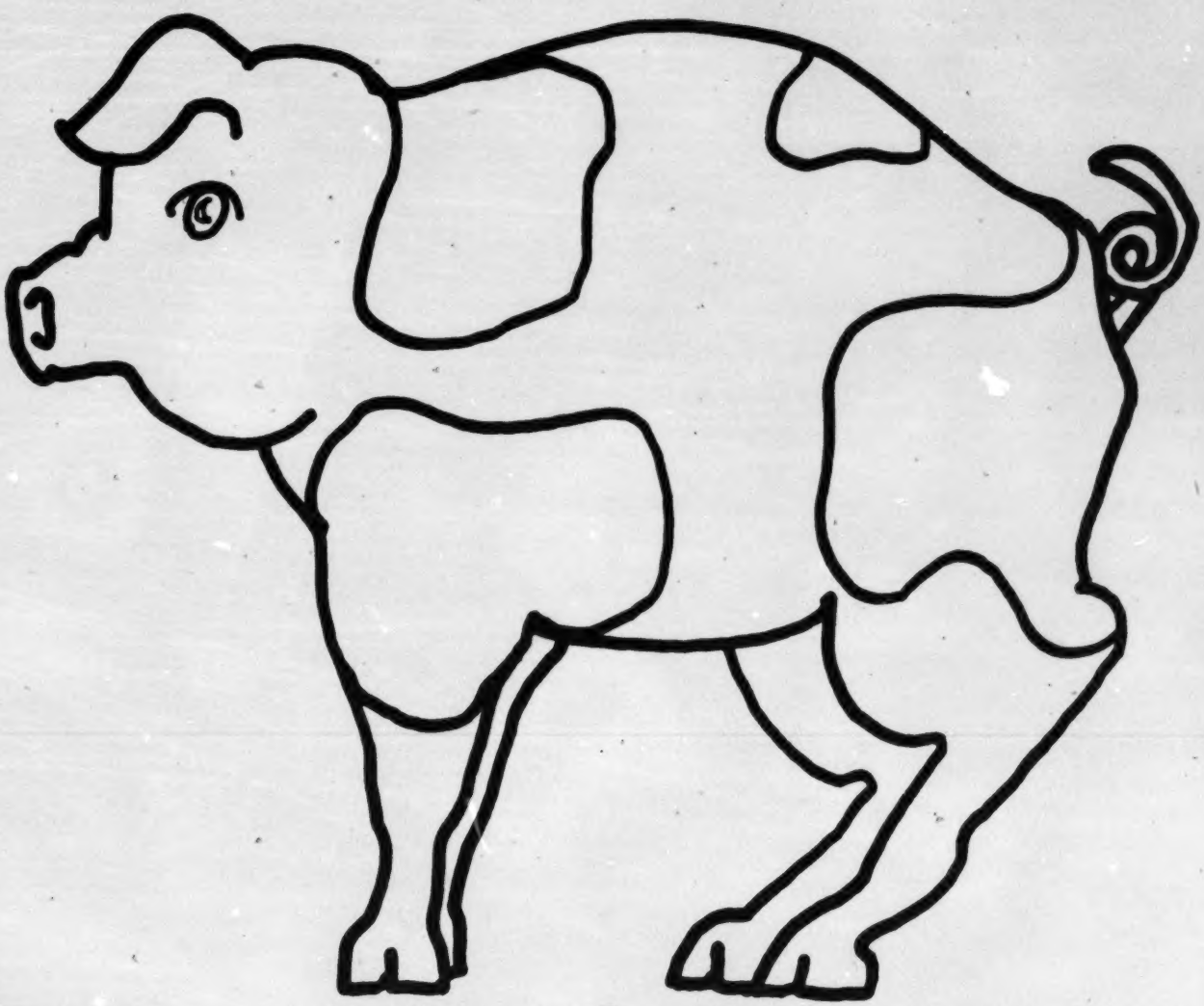
49



Owl

si· pis to·

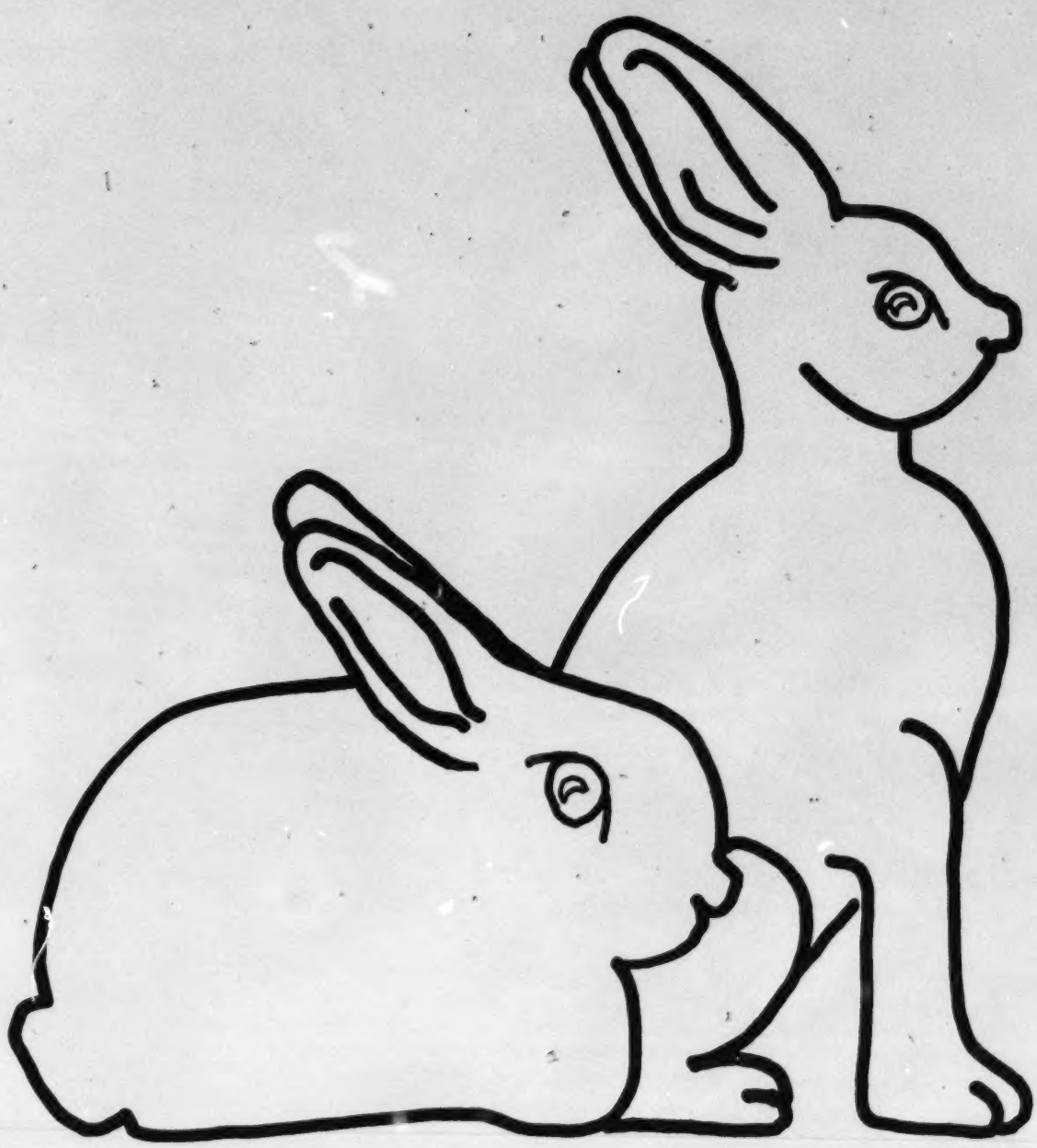
51



Pig

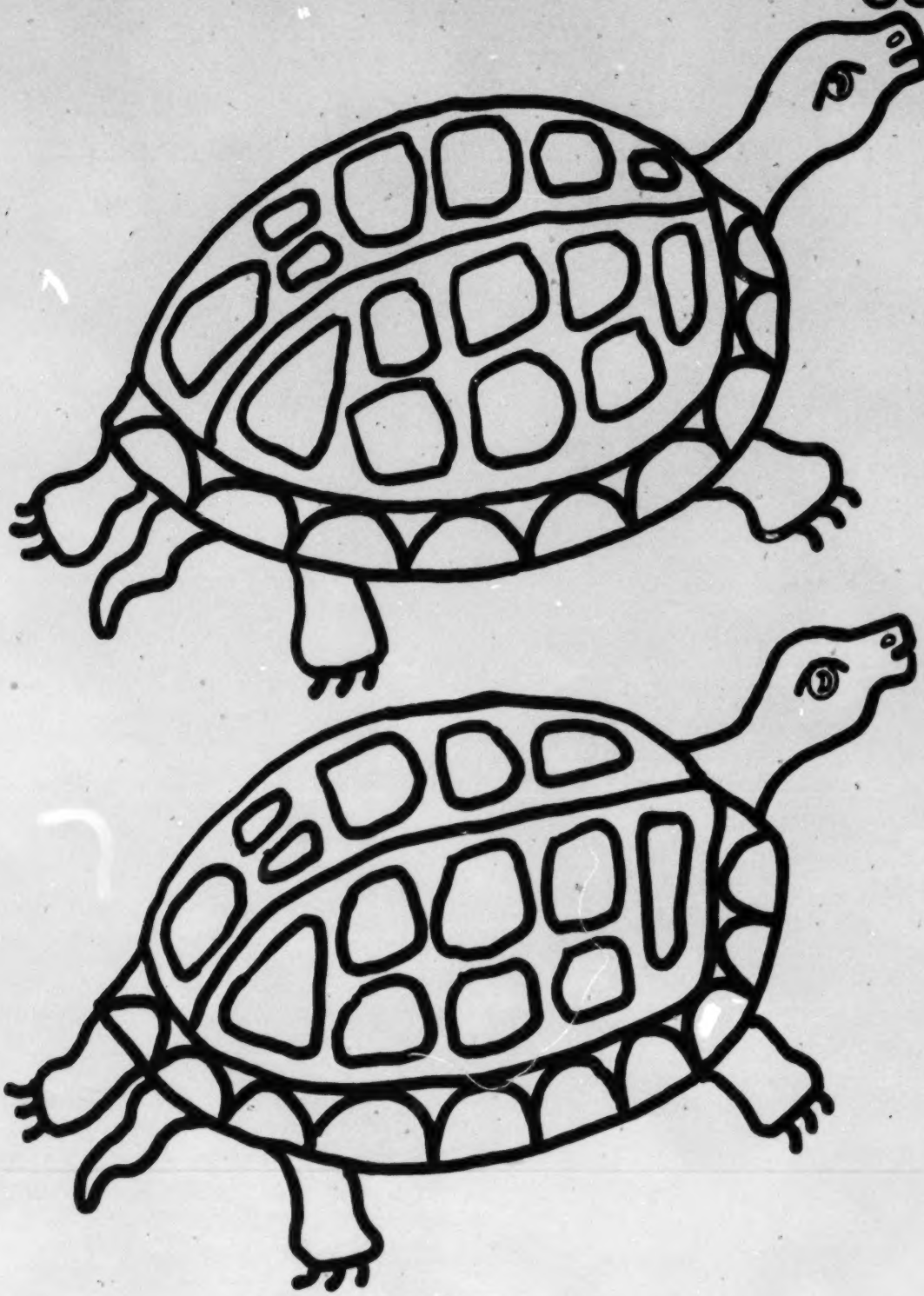
ái ksi ni

53

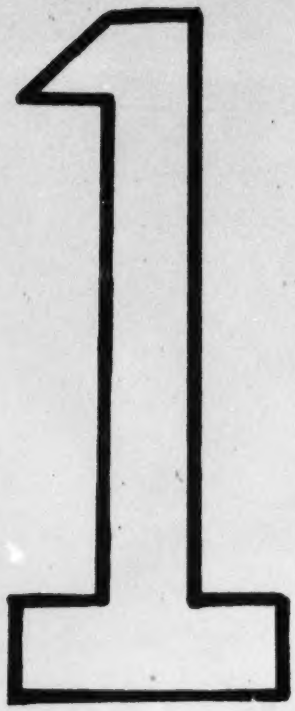


Rabbit **á tsis ta**

55



Turtle **spo· pí·**



ni• tǒks ka

one

two

ná to ka

nióks ka

three

four

ni• só• wa

61

ni• si tó•

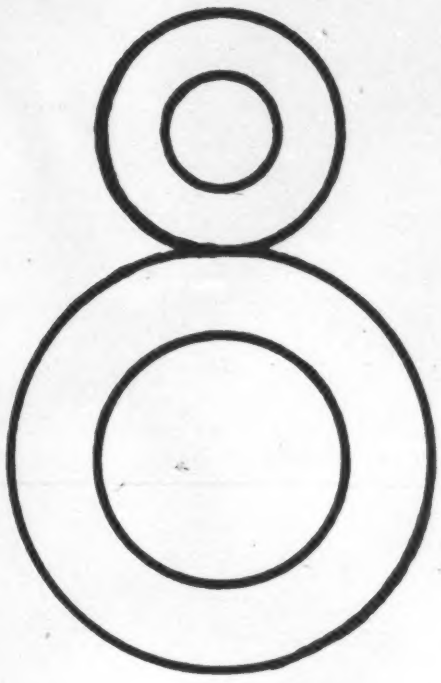
five

six

ná o wa

ih ki tsí ka

seven

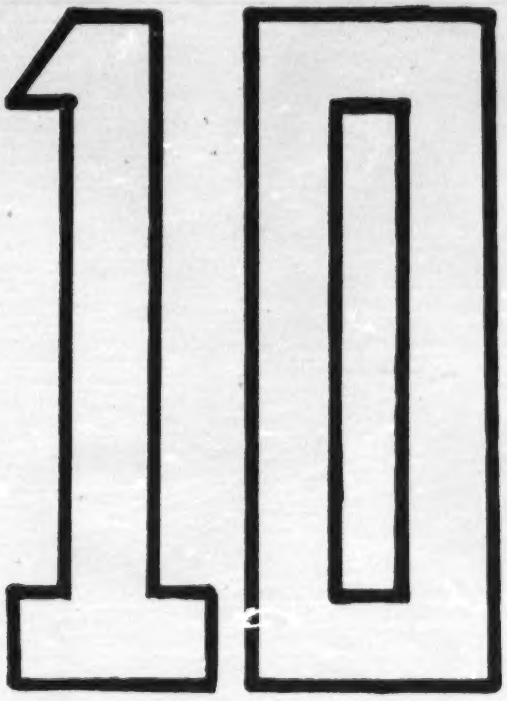


eight

ná ni so wa

pih ki sǒ

nine



ten

ki• pǒ•

VOCABULARY
ENGLISH TO BLACKFEET

COVER	
Medicine Man	Na to· yí· na
A	
apples	a pas stá· mi na tsi
B	
banana	ná· pi· nan
bear	kyá yo
bee	na· mó
buffalo	i· ní· wa
butterfly	a pá ni
C	
carrots	nis tsi· ká pa
cat	pó· s
chicken	pi· ki sí· [also ni· ta wá· ki]
corn	ai ská to· p
cow	á pot ski· na
coyote	a pí· si
crow	may stó·
D	
deer	ái wa ka· si
dog	i· mi· tá·
F	
flowers	a pis tsís ki tsi·
frog	ma tsi í ka· pi sa
G	
grasshopper	tsi· ka tsí·
H	
horse	po· no· káo mi· ta

M	
mouse	ká· na ski· na
O	
oranges	ao tah kwí· na tsi·
otter	am mó ni si
owl	sí· pis to·
P	
pig	ái ksi ni
R	
rabbit	á tsis ta
T	
turtle	spo· pí·